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ABSTRACT

The objective of this guide is to aid administrators and teachers in planning effective physical education programs that will promote the health, fitness, growth, development, and self-realization of all youth. The guidelines set forth a broad, constructive, continuing series of educational experiences for secondary school students grades 6 through 12. Specific consideration is given to the following: (1) the concept of physical education; (2) administrative considerations: legal provisions and recommended standards; (3) conditions for optimal teaching and learning; and (4) determining the content of a physical education program. Selected references and sources of free materials are provided. (DS)

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GUIDELINES FOR PHYSICAL EDUCATION IN THE SECONDARY SCHOOLS

Texas Education Agency
Austin

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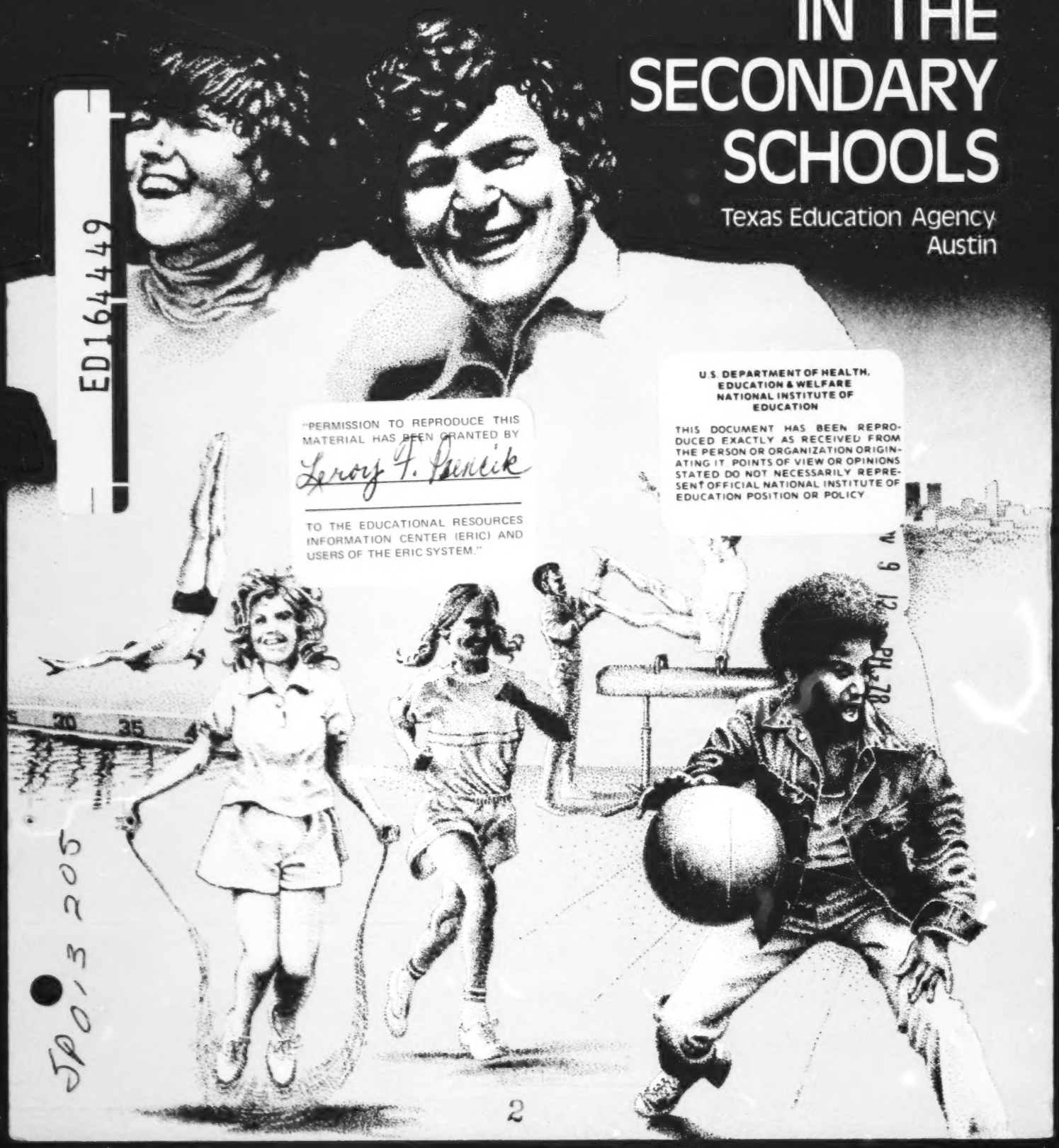

GUIDELINES FOR PHYSICAL EDUCATION IN THE SECONDARY SCHOOLS

HEALTH, PHYSICAL EDUCATION, AND RECREATION SECTION
DIVISION OF CURRICULUM DEVELOPMENT
TEXAS EDUCATION AGENCY
201 EAST 11TH STREET
AUSTIN, TEXAS 78701
1978

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

Physical education constitutes an essential part of the total education program and makes significant contributions toward achievement of desirable educational outcomes. It is education through the physical, as well as of the physical.

Guidelines for Physical Education in the Secondary Schools was developed by the Texas Education Agency to aid administrators and teachers in planning effective physical education programs which will promote the health, fitness, growth, development, and self-realization of all youth.

The *Guidelines* call for a broad, constructive, continuing series of educational experiences in physical education for every secondary school student, every year from Grades 6 through 12. New ideas and innovative practices can not only be accommodated within the *Guidelines* but are welcome and encouraged.

M. L. Brockette
Commissioner of Education

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THE CONCEPT OF PHYSICAL EDUCATION

Physical education is an organized, sequential, and systematic part of the curriculum that develops knowledge, skills, attitudes, and understandings through application of the concepts and principles of human movement and through participation in aquatics, career education, fitness and conditioning, gymnastics, individual and dual sports, outdoor adventure activities, rhythms and dance, and team sports.

As with other disciplines, physical education seeks to prepare individuals to live effectively in the modern world. However, the physical education program adds another dimension to the scope of education – it offers immediate experiences relevant to students today while preparing them to live with health, vitality, and vigor in tomorrow's complex world.

The student who develops his or her physical potential experiences the joy and exhilaration of a functionally efficient body.

RATIONALE

Structure determines function and the structure of the human body is designed for movement – efficient and effective movement. When one can develop his or her physical potential, he or she experiences the joy and exhilaration of a functionally efficient body. In an age of automation, mechanization, and technocracy, daily physical demands are diminished; yet young men and women need vigorous movement and motor skill development to attain maximum motor development. No less important is the social, emotional, and cultural development that can be a meaningful outcome of organized movement experiences.

Physical education should provide experiences in which boys and girls and young men and women acquire skills, knowledge, and attitudes through participation in a wide range of activities related to the body and its movement. Physical education provides the opportunity for each individual to discover and understand the body and how it functions, to realize the potential of his or her physical ability – the assets and the liabilities. The combination of instruction and participation in aquatics, dance, games, gymnastics, sports, and outdoor adventure results in experiences in which intellectual, social, cultural, and emotional understandings and responsibilities are developed. Organized games and sports can provide the arena for expression of competitive needs, expand upon the inherent values of respect for rules and self-discipline, and develop skills for coping with stress and tension.

Physical activities are a means of expressing feelings, ideas, and emotions; physical activity can fulfill the basic need for movement. Students can acquire a sense of personal well-being as they develop a level of fitness enabling them to look good, feel good, and participate successfully in creative leisure activities.

Physical education is both a science and an art. It is both fun and a serious learning experience. Physical education embraces a body of knowledge dependent upon the disciplines of philosophy, biological science, physical science, and behavioral

science; it has developed its own body of knowledge including physiology of exercise, sport history, sport sociology, sport psychology, and methodology in a wide range of specialized motor skills of aquatics, dance, exercise, gymnastics, outdoor adventure, and sports. Through the refinement of content and methods, physical education has become a vital force in the dynamic process of education.

THE PHYSICALLY EDUCATED PERSON

The physically educated person is the individual who, within personal physiological, psychological, and experiential limits:

- has attained maximum motor development
- moves with ease, confidence, and a sense of well-being
- utilizes movement as a satisfying means of expression
- develops and maintains a high level of physical fitness
- has attained desirable social growth
- utilizes acquired movement and motor skills in worthwhile leisure activities

BROAD OBJECTIVES OF PHYSICAL EDUCATION

In the process of developing the physically educated person, the following objectives should be achieved in a planned, sequential instructional program that begins with basic movement education and culminates in activities for lifetime use.

Developing Improved Health And Physical Fitness

Total individual fitness is a complex blending of positive health practices, proper exercise, and emotional and social balance. Physical fitness is a state of well-being characterized by adequate muscular strength and endurance, flexibility, agility, coordination, speed, balance, functional posture, and cardiorespiratory endurance relevant to an individual's life style. Physical fitness is obviously important to total fitness. Research indicates that the physiological benefits of continuing and recurring exercise include the following:

- Increased muscular strength and endurance, developed by the principle of "overload" and specific to the muscles involved
- Increased functional capacity of the heart muscle because of increase in size and muscular efficiency of contraction
- Increased connective tissue growth between muscle fibers and in tendons and ligaments, serving to protect tissues and joints and affording better anchorage of muscle to bone
- Increased myoglobin stores, which increase muscular endurance
- Increased enzyme activity, which facilitates energy metabolism
- Stimulation and increase in bone formation, which occurs by stimulation of cells by weight-bearing compression and pull of muscles and by increased blood flow through bones
- Increased blood volume because of increased plasma and red blood cell production to serve increased capillarization of skeletal muscles and to carry away heat of energy metabolism
- Lowered triglyceride (blood fat) volume
- Lowered breathing rate at rest and an increased intake with each breath
- Improved capacity to utilize oxygen
- Increased capacity to contract an oxygen debt, which is a measure of ability to execute high-energy tasks
- Improved systemic circulatory, respiratory, and digestive functions

- Utilization of energy stores and thus reduction of body weight and dimensions when coupled with controlled food intake
- More efficient dissipation of body heat and removal of waste products through improved circulation, perspiration, and elimination
- Improved recovery from coronary disability, surgery, and many illnesses

Physical education offers varied opportunities for social interaction.

Improving Movement Skills

The acquisition of motor skills is one of the major contributions physical education makes to students. A direct benefit of sports skill practice and participation is the improvement of specific neuromuscular skills. The process of learning and improving proficiency in motor skill execution involves a motivated learner, one who understands the demands of the task and who practices the skills of the task.

Physical education offers the opportunity for acquiring control of the body and control of movement to serve ends desired by the individual. Sequential development from fundamental movement skills to complex skill patterns is necessary to all sports and is highly valued in American society. Highly developed skills are an aid to an individual's peer status.

Improving Social Interaction

Sports participation affords varied opportunities for social interaction. Such interaction can foster fun and the development of many desirable attitudes, values, and social skills. However, the potential values must be planned and directed rather than left to chance development.

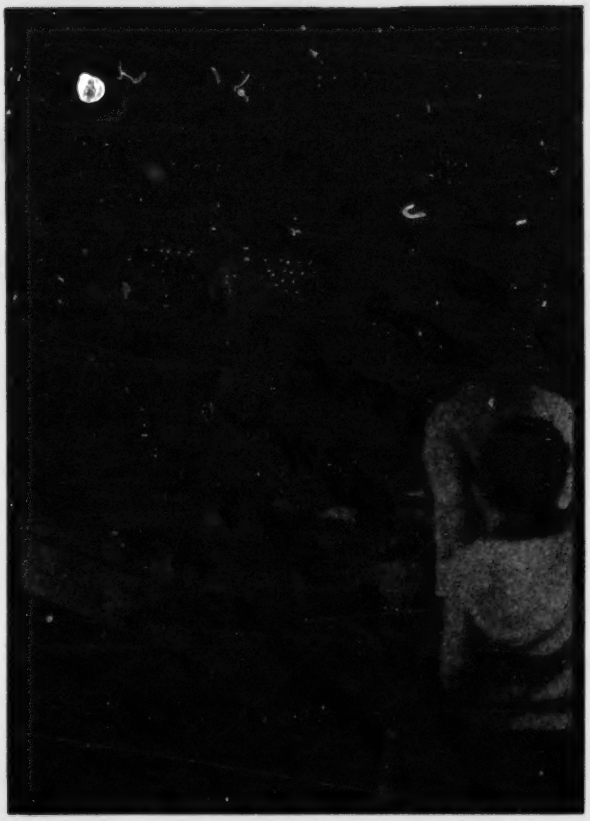
Developing Self-Understanding And Desirable Social Values and Attitudes

The varied situations that arise in sports and games participation provide opportunities for development of attitudes, values, and skills deemed important in our society. Attitudes and values such as honesty, integrity, fair play, sportsmanship, understanding and appreciation of abilities of the opposite sex and of various ethnic groups, and consideration for others are established early in life and resist change. Experiences which lead to desirable value and attitude development must be planned and directed by competent leaders.

There is nothing inherently "good" or "bad" in sport – it is the way the participant views the values and benefits of sports and games and the manner in which the activity is conducted that makes physical activity a developmental experience.

Developing Specialized Knowledge and Appreciation of Dance and Sports

Sport is an American sociocultural phenomenon. Although only a limited number of students will find their vocations in sports or dance participation or related careers and professions, each student should understand and appreciate the cultural role that sport and dance play in American society.



Team spirit as well as values of honesty and fair play are developed through sports and games.

Fostering Appreciation of the Play Concept and Use of Leisure Time

America is entering a leisure age, and the schools bear a major responsibility for helping young persons develop physical skills they will use voluntarily with pleasure and self-satisfaction and for personal development throughout their lives. It is during the school years that young people can best develop the love of movement and the desire to continue participation.

ADMINISTRATIVE CONSIDERATIONS: LEGAL PROVISIONS AND RECOMMENDED STANDARDS

Physical education is an integral part of the public school instructional program and should be provided for all students, Kindergarten through Grade 12. In providing for physical education, school administrators must consider the implications of state and federal laws regarding the organization and administration of the physical education program.

Texas State Law

State law (Sec. 21.117, *Texas Education Code*) requires that physical education be taught in all public schools of Texas. It is a curriculum requirement in K-Grade 10. The elementary school daily schedule includes physical education with the instructional time allotment determined by a school district needs assessment and by diagnosis of individual pupil competencies and deficiencies. In the secondary schools (Grades 7-12), physical education must be offered the full six years. Accreditation standards require a minimum of 130 clock hours for Grades 7-8 and five quarter units* in Grades 9-12 for graduation. Students may receive up to 12 quarter units of credit in physical education toward graduation.

Federal Laws

Federal laws have strong implications for the operation of physical education programs in public schools.

Title IX of the *Education Amendments of 1972* prohibits sex discrimination in education programs that receive federal assistance. Regulations for implementation of Title IX, developed by the U.S. Department of Health, Education, and Welfare Office of Civil Rights, became effective July 21, 1975. While generally prohibiting sex segregated physical education classes, the regulations allow separation by sex in physical education classes during competition in wrestling, boxing, basketball, football, and other sports involving body contact.

The regulations state that schools must comply with the law as soon as possible. Elementary schools were required to be in full compliance by July 21, 1976, and secondary and post secondary by July 21, 1978.

Public Law 94-142, *Education for All Handicapped Children Act of 1975*, states that physical education should be a direct instructional service to all handicapped children. The law specifies that the components of special education and related services must be provided:

- at public expense and under public supervision
- at preschool, elementary, and secondary school levels
- in conformity with individualized education plans

Special education instruction is defined as:

> . . . . specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions [Section 602 (4) (16)].

As stipulated within their individualized educational plans, some handicapped students may need specifically designed physical education programs. The school district responsible for the education of the child shall provide the services within the regular instructional program offered by the physical education instructor, or in separate physical education classes designed specifically for handicapped students. Also, arrangements may be made to provide the services through other public or private programs.

*Quarter Unit = 55 minutes per day for a specified number of days as established by State Board of Education policy.

RECOMMENDATIONS FOR IMPLEMENTATION AND ADMINISTRATION OF THE PHYSICAL EDUCATION PROGRAM

Funding

When the superintendent and the board of trustees develop a budget to provide an educational program, it is suggested that a separate budget for maintenance and operation of physical education be considered. When departmental budgets are established on a per-pupil expenditure, every curriculum area, regardless of enrollment, is assured an equitable allocation of monies.

Curriculum Content

The content of the physical education curriculum, based upon human movement, develops knowledge, skills, and understanding of movement through instruction and participation in aquatics, fitness and conditioning activities, gymnastics, individual and dual sports, outdoor adventure activities, rhythms and dance, and team sports. Inherent in the instruction is education for development and maintenance of personal physical fitness. Also included is information about careers in physical education.

Adapted physical education for the atypical student is an integral part of the regular physical education program. The adapted program emphasizes the selection and instruction of specific activities taught in the least restrictive environment based upon the needs of the individual student as stipulated in the individualized education plan.

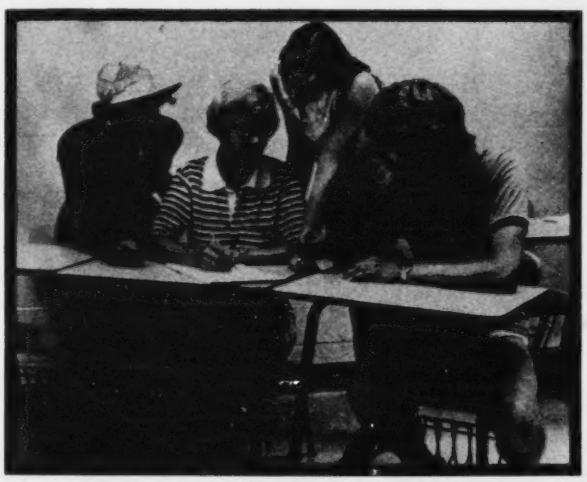
In middle and junior high school, emphasis is best placed on the progressive development of fundamental skills and concepts in a wide variety of activities. The instructional emphasis should be consistent with the state-recommended scope and sequence of activities.

Senior high school instructional emphasis is on providing a wide variety of activities from which students may progress toward a mature utilization of their skills and knowledge and may make selections of activities based on individual interests and abilities in keeping with lifetime values.

Program Continuity and Flexibility

Students should be provided with an orderly progression of physical education experiences from the elementary grades through the secondary level. The state-recommended scope and sequence, pages 28-36, provides a plan consistent with the needs and characteristics of different age groups. The plan provides for individual student differences, abilities, and interests.

It is wise to involve administrators, teachers, students, and representatives from the community in frequent planning to help assure program continuity at all levels.



Planning sessions are held throughout the school year to provide an orderly progression of physical education experiences.

Student Grouping

Students should be grouped for instruction in a manner that allows for optimum learning, program continuity, and flexibility. Ability grouping is a recognized educational procedure in motor skill development. Effective learning can occur in homogeneous groups; moreover, such grouping can be based on fitness scores, body size and weight, or skill level ability. In compliance with Title IX, students should have the opportunity for coeducational instruction in all appropriate activities.

Careful grouping of adaptive students is essential for the most beneficial educational experience and to provide for students' safety. Medical consulta-

tion should be sought to determine the degree of restriction a student should have in instructional experiences.

Class Size

Class size greatly affects opportunities for individualized instruction and for attaining program objectives. Varying factors to be considered when scheduling class size in physical education include program objectives, nature of the activity, available facilities and equipment, developmental levels of students, and the availability of professional and paraprofessional staff. The recommended class size for physical education should be consistent with class sizes in other curriculum areas.

Time Requirement

One standard class period per day, five days per week, is recommended for Grades 6-12.

Time spent in intramurals, ROTC, band, driver education, and any other elective curricular or extracurricular activities is to be an addition to the regular physical education class period.

Adaptation to the Quarter System

Implementation of the quarter system has necessitated re-evaluation of scheduling in physical education. If a school is operating on a schedule other than the 55-minute period, curriculum planners must take into consideration the percentage of time recommended for each activity in the scope and sequence section, page 31.

TEACHER PREPARATION AND ASSIGNMENT

A person responsible for the instructional phase of a secondary physical education program must have earned a college degree with a teaching field in physical education and certification to teach at the secondary level. Teachers should be dedicated to excellence of instruction in physical education, and their primary responsibility should be in the physical education instructional area. In addition, the following recommendations are to be carefully considered by administrators and teachers:

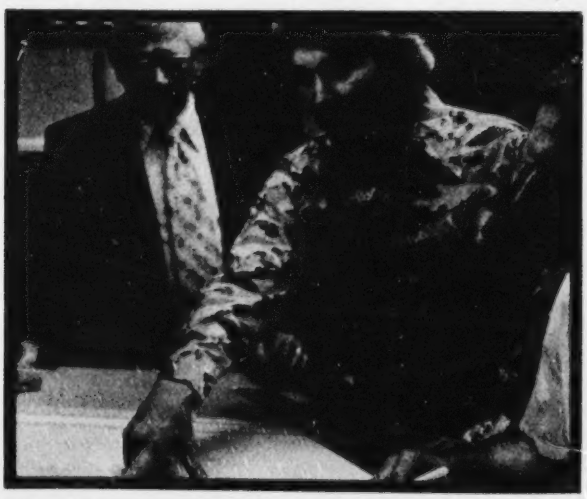
- Any person holding specialized certification in a teaching field (such as dance or gymnastics) should be employed for responsibilities in those specialized areas only.
- A teacher not certified in physical education is to act only in the capacity of an assistant in physical education classes.
- Teachers are to be provided with specialized inservice preparation appropriate to their levels of instruction. The inservice preparation should be in addition to formal college or university courses. Further, teachers should strive to develop expertise in a variety of the activity areas which include aquatics, career education, fitness and conditioning sports, gymnastics, individual and dual sports, outdoor adventure activities, rhythms and dance, and team sports.
- Teachers certified in physical education are not to be assigned teaching responsibilities in other disciplines unless they are properly certified in those areas.
- Teachers should assume responsibility for their own professional growth through formal preparation, research, readings, and travel.
- Teachers should be encouraged to join and participate in activities of professional organizations (conventions, workshops, and clinics).
- Teachers should make every effort to involve themselves in all aspects of their school's educational processes, such as committees, curriculum development efforts, and staff meetings. Administrators are encouraged to provide these opportunities.
- Administrators should free teachers of extracurricular assignments that infringe upon their regular teaching responsibilities.

The use of teacher aides is beneficial in a carefully planned and implemented program. Use of aides can enhance the individualization of learning and can increase the professionalism of teaching. Aides assist and support a teacher, but they do not assume primary instructional responsibilities. Aides should be employed and used in keeping with the Texas Education Agency's *Suggested Guidelines for the Use of Aides,* Publication BU6 934 01.

FACILITIES AND EQUIPMENT

The extent to which facilities and equipment are available will greatly affect the quality of the physical education program. Sufficient equipment and supplies and adequate teaching stations are necessary if the needs of all students are to be met.

It is desirable for each district to develop a master plan for the building of new facilities and for the renovation of existing ones. Physical education teachers and community recreation officials should be directly involved in the development of the master plan.



"We need dressing space here and the showers over here – out of the way of student traffic." Physical education teachers make valuable contributions to the development of the school district's master plan to build new physical education facilities and to renovate existing ones.

Facilities should be available throughout the year for use by the school and community. Certain types of facilities that are not feasible for the school to provide may be available in the community; and the staff, with administrative approval, should be encouraged to utilize such community facilities as well as community human resources in the school program.

A thorough community understanding of the school's physical education program can result in availability to the school of many facilities off school campuses: parks, public swimming pools, rifle ranges, golf courses, and bowling alleys, to name a few. Private landowners can also offer valuable resources to the school program, especially in the outdoor adventure activities.

School facilities and equipment should provide for broad curriculum implementation, storage space, and office space. Teaching stations should be suitable to meet the objectives of the program. An adequate teaching station is defined as space indoors or outdoors in which one class is taught at one time by one teacher and in which all the students participate actively rather than wait for turns because of inadequate facilities, space, or supplies. If students are in groups two or three times the size of a usual class and if they can be taught by a team of teachers, two or three well-equipped teaching stations should be provided.

Peak loads for instructional, intramural, and interscholastic programs should be determined so that sufficient space, facilities, equipment, and supplies can be provided for all students in all programs.

New facilities are recommended to be designed specifically for physical education and should not serve as multipurpose areas for other activities such as assemblies and cafeteria service. Some areas, however, may serve several purposes within the physical education program itself. Such facilities should be properly marked for multiple use and should be adequately maintained. In addition to multipurpose field areas, facilities that include indoor areas and outdoor hardtop areas ensure maximum class participation.

Dressing and showering facilities are essential to a secondary physical education program. State law, to ensure safety, requires that students dress in clothing suitable for the activity in which they will be participating. Safe storage of personal valuables and uniforms should be provided. It is recommended that all students shower after vigorous participation.

Equipment and supply rooms, as well as offices, should be provided for both physical education and interscholastic athletics. These should be separate, if possible, and kept neat, orderly, and sanitary.

Proper heating, lighting, and ventilation of activity areas are conducive to the health and safety of participants and of spectators. Seating for spectators should not use space needed for the instructional program.

SAFETY CONSIDERATIONS

Physical education instruction must be organized to prevent injuries. Facilities should be designed and constructed with the welfare of the student of paramount concern. Students must become aware of safe practices to prevent injuries during physical activities. Procedures for emergency care should be established for those injuries that do occur.

A daily inspection of facilities and equipment eliminates hazards and helps prevent injuries.

The following safety procedures are suggested:

- All physical education activities should be supervised by certified persons.
- Facilities and equipment should be inspected daily to eliminate hazards.
- First aid equipment and supplies should be readily available and stored in appropriate places.
- Safety practices pertaining to the activities should be taught and followed in the instructional program.
- Emergency care for illness or injury should be administered by a certified first aider or by a qualified member of the school staff.
- The utilization of media should emphasize the importance of safety to students and teachers.
- An accident reporting system should be instituted and a thorough study made to eliminate the causes of accidents.
- A medical history for each student should alert the teacher to all chronic health conditions. Close cooperation and information exchange between teachers and school health authorities is imperative.

Liability

The safety of students is a vital concern to administrators and physical education teachers. It is strongly recommended that the proper school authorities establish policies and provide current information for physical education teachers regarding staff liabilities. Information related to the following items would benefit the physical education staff:

- Legal liabilities in the schools and the school district's policies for carrying liability insurance for injuries incurred in physical education settings
- Teacher liability insurance, which is available through professional organizations and private insurers

- The staff's legal responsibilities to students
- Identification of student limitations in activities
- Safety inspections and facility-equipment maintenance

EVALUATION

Student Performance

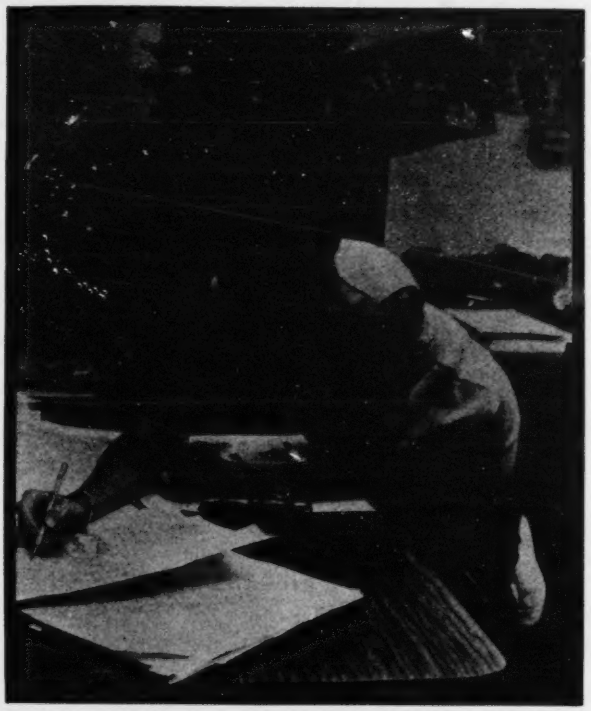
Students in physical education should receive appropriate credit for their physical education classes. It is advisable for each school system to develop a plan for the evaluation of student progress and for assigning grades in physical education. Reporting procedures are to be consistent with those in other school disciplines. The following are suggested guidelines:

- Criteria for the evaluation of student progress and for assigning grades in physical education should be consistent with those for other subjects in the school.
- A consistent system of grading should be practiced by all physical education teachers within the school system.
- From the outset, the evaluation system should be understandable to students, parents, and administrators.
- A variety of instruments, both objective and subjective, should be used in the evaluation process.
- To arrive at a fair grade, major consideration should be given to the student's skill, skill improvement, knowledge, and physical fitness as assessed by active class participation and tests specific to objectives.
- Students should be apprised of the criteria by which they are being evaluated.

Staff Assessment

The physical education staff should be apprised of the criteria being used by the administration in assessment of staff competencies. The goal of ongoing teacher evaluations should be the improvement of instruction.

Parents, students, administrators, and teachers should all be involved in periodic needs assessment and program evaluation. Evaluation should be based on needs assessment and educational objectives utilized in the ongoing process of program improvement.



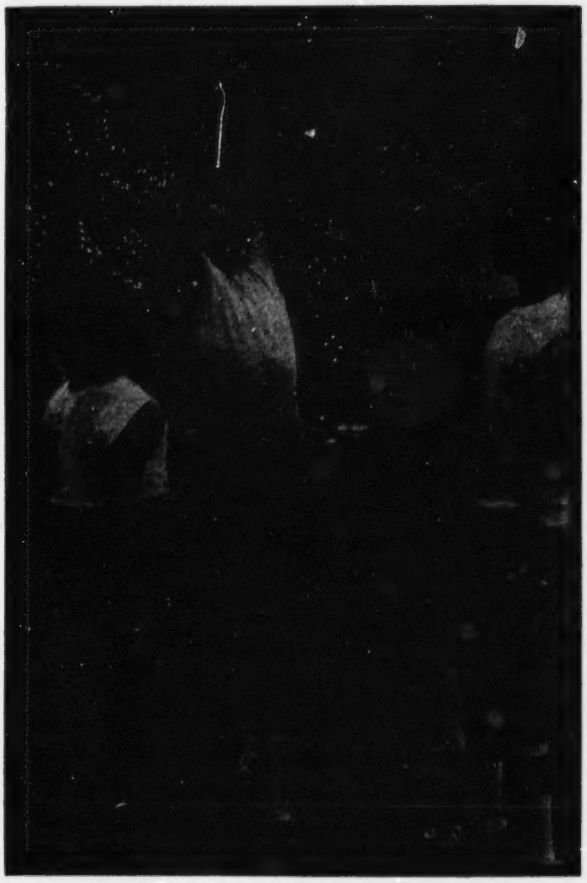
"How do my second period tenth graders compare with the ninth grade bunch?" To improve the quality of instruction, the teacher makes ongoing evaluations.

CONDITIONS FOR OPTIMAL TEACHING AND LEARNING

Each person involved in the secondary school physical education program – the school board member, administrator, superintendent, teacher, and student – should participate in the designation and control of conditions for optimum learning for each individual.

The areas of instruction for secondary physical education programs should reflect the unique characteristics and needs of students in Grades 6-12. Meeting the needs of these students will require careful selection of suitable teaching methods and instructional areas that may cover aquatics, fitness and conditioning activities, gymnastics, individual and dual sports, outdoor adventure activities, rhythms and dance, and team sports. Selection of instructional areas should provide the best opportunities for students to realize their physical abilities, capacities, and limitations.

Physical educators cognizant of the unique physical and emotional characteristics and needs of students at various developmental stages throughout the middle/junior and senior high school years can plan carefully for conditions that will best enhance learning situations. These learning situations should result in the progressive acquisition of skills, knowledge, and attitudes that will lead to maximum development with the capabilities of each student.



Although students may be the same age, they vary greatly in growth and developmental stages. With an understanding of students, teachers can help them learn and benefit from physical education.

COMMON AND DIVERGENT NEEDS

Students arrive at school with many similarities and differences. Although the chronological ages may be similar at any given grade, students reflect various growth and developmental stages. They have many different abilities and interests, for they have come from a variety of racial, religious, cultural, and economic backgrounds. A knowledge of these factors is necessary to understand the forces that promote or inhibit students' ability to learn and benefit from physical education. Student needs, both common and divergent, are noted in this chapter and serve as a basis for determining realistic performance objectives.

In general, boys surpass girls in many physical attributes by the middle school age. In addition, some differences among ethnic groups may be claimed. Although there are obvious physical differences between the sexes in muscular strength, power, speed, and endurance, many perceived sexual and ethnic differences in physical skill may be culturally and socially determined. As society accepts the increased involvement of both sexes and all ethnic groups in physical activities, more similarities than differences in abilities among groups may become evident.

Based on each student's characteristics, the needs should be carefully studied and then utilized in order to assist students to realize their greatest

potential as they grow, develop, and learn. Individual physical, mental, and emotional differences warrant special program considerations. Adaptive physical education instructional programs should be implemented in every school district to accommodate students who can neither safely participate nor benefit from the instructional program for typical high school students. Careful planning should take into consideration community and cultural needs as well as individual similarities and differences.

The needs and goals of the physical education student and the goals of a physical education program can be met simultaneously through careful selection of activities and methods of teaching appropriate for students to understand, practice, and acquire movement skills basic to all physical activities utilized in school and throughout life. The areas of instruction for developing a well-balanced program and meeting the goals of such a program are presented in the section, Determining the Content of a Physical Education Program, page 28. A study of the following descriptions of students' characteristics and needs by developmental stages will help teachers maximize learning in any physical education program from Grades 6 through 12. The similarities and differences provide the framework for determining curriculum content; organization for effective teaching and learning; facilities, equipment, and supplies; and methods of measuring, evaluating, and reporting student progress.

BACKGROUND EXPERIENCES OF STUDENTS ENTERING GRADE 6

The middle/junior high school physical education program, which may range from Grades 6 through 9, should be developed on a foundation of skills, knowledge, and attitudes acquired from the elementary physical education experiences. To build an effective program, the teacher must be constantly aware of the students' readiness to learn based upon their physiological maturity, neuromuscular abilities, previous experiences, motivation, and special mental-emotional-social needs and interests.

Desirable skills and activities for pupils in elementary physical education are presented in a series of Texas Education Agency publications, *Physical Education in the Elementary School, Kindergarten Through Grade 6* and *Physical Education in the Elementary Schools: Guidelines for Grades 1-6.*

Students entering Grade 6 should have mastered locomotor and nonlocomotor skills and should have experienced basic movement skills performed with and without the use of equipment. The elementary program should have provided opportunities for acquisition of a wide variety of basic movement skills: gymnastics; rhythmic activities including creative movement, folk dance, and square dance; simple to complex team sports; and individual and dual activities.

Other elementary experiences to complement pupils' physical and mental-emotional-social development should have included strenuous activities that challenged the use of their muscles and cardiorespiratory systems. A variety of self-testing activities should have been experienced by the elementary pupils to complement their physical characteristics of improved coordination and reaction times. Co-educational activities, rigorous physical skills, cooperative team games, and limited individual activities for the development of acceptable social behavior, physical fitness, motor skills, and individual differences should have characterized much of the elementary program during the latter part of the fourth grade through the fifth grade.

Finally, intramural programs and sport days should have augmented the elementary physical education instructional programs to provide opportunities for developing acceptable social behavior, self-direction, independence, and evaluation of achievement.

PHYSICAL EDUCATION IN THE MIDDLE/JUNIOR HIGH SCHOOL, AGES 11-15

Since grade levels in middle/junior high schools vary throughout Texas, characteristics and needs of middle/junior high school students are represented here by ages rather than by grades. The ages of 11-15 are comparable to Grades 6-9.

Middle/junior high school students' unique characteristics, needs, and interests provide the teacher with tremendous potential for developing a dynamic and extensive physical education program. Although students should be expected to perform only according to their rate of physical and motor development rather than their chronological age, these students readily accept challenges and invite the introduction of new and varied activities.

Basic movement skills should be reviewed, but opportunities should be provided for students to acquire new skills, knowledge, and attitudes. From varied experiences students may learn to select activities wisely and may begin to specialize in activities of their own choosing.

Appropriate areas of instruction for the middle/junior high school program should include the following:

- aquatics (beginning to intermediate swimming)
- career education (awareness and investigation)
- fitness and conditioning (vigorous activities for development of efficient physiological functioning)
- gymnastics (stunts, tumbling and beginning apparatus)
- individual and dual sports (beginning to intermediate)
- outdoor adventure activities (camp skills, firearm safety, casting/angling, orienteering, and wilderness survival)
- rhythms and dance (folk, square, modern, and social)
- team sports (skills, strategies, participation, and officiating)

See Determining the Content of a Physical Education Program, pages 28-36, for details on these activities.

General Characteristics Of Students, Ages 11-15

Students' physical and emotional characteristics from ages 11 through 15 may reach extremes of maturity and immaturity, the majority of students falling between these two points. These adolescents may attend a junior high school or a middle school; however, their general physical and mental-emotional-social requirements are much the same, regardless of the organization of the school they attend.

The varying interests and characteristics of this age group necessitate individual and small-group participation in many different games and activities, as well as a review of basic skills acquired in the elementary program. Coeducational instruction should be advantageous to both sexes.

Students should be able to attain an intermediate level of skills in several regulation dual, individual, and team sports. Intramural and extramural programs under the jurisdiction of the school and under qualified leadership should be part of the extended school day.

Physical Characteristics

Rapid muscular development, accompanied by periodic stages of awkwardness and poor coordination, means that middle/junior high school students may exhibit widely varied abilities.

A second major factor contributing to wide ranges of ability and coordination at this age level is the rapid and uneven growth of long bones, which tends to change a student's center of gravity. In addition, the students' susceptibility to skeletal-muscular injuries is quite high since ossification of bones is incomplete.

Motor ability in middle/junior high school students increases with their age as does their ability to participate for increasingly longer periods of time.

In most cases sexual maturity will be reached and secondary sex characteristics will become apparent during the junior high school years.

In junior high school, students are eager to test and improve their skills.

Mental-Emotional-Social Characteristics And Interests

Students from ages 11 through 15 can best be characterized by the following:

- Increased desire to be independent, especially from adult supervision
- Loyalty to peers and peer leaders
- Insecure feelings of status with peers
- Desire to belong to a group
- Self-consciousness about personal physique
- Interest in clothes and social functions
- Improved ability to understand and follow directions easily
- Intense desire to compete and improve skill levels
- Increased curiosity and creativity
- Ability to fantasize about the present and future
- Interest in the opposite sex

Recommendations for the Instructional Program

Students in Grades 6-9 need:

- A planned daily program that provides physical activities suitable for each boy and girl and opportunities for each one to participate with other young persons of comparable ability
- Participation in vigorous activities for periods of increasing duration, such periods to be interspersed with less vigorous activity
- Participation in developmental activities, especially those that help a student adjust to marked changes in body height, weight, and balance
- Development of respect for others by participation in activities that meet special interests of boys and girls separately and boys and girls together
- Development of new and complex skills needed for success in games and sports
- Improved eye fixation and focus
- Improved depth perception
- Remedial correction of posture defects and improvement of mechanics of movement

- Development of critical thinking, problem-solving, and positive self-image
- Self-direction in personal goal-setting, self-expression, and creativity
- Contribution through membership in one or more groups and development of leadership
- Development of desirable ways of expressing personal opinions, showing respect for the opinions of others, and resolving differences of opinion
- Development of awareness of relationships between physical education content and possible career areas
- Investigation of occupational interests and aptitudes relative to physical education
- Acquisition of knowledge regarding programs in high school designed to help students further explore and experience career opportunities related to physical education

PHYSICAL EDUCATION FOR THE HIGH SCHOOL, AGES 14-19

The high school physical education program should expand students' new activity skills, knowledge, and attitudes. It should also provide activity progression to advanced levels, effective appraisal of student progress, more individualized and selected experiences, career exploration experiences, and the encouragement of lifetime recreational and fitness activities. As students continue to grow and mature through the high school years, often retaining characteristics of middle/junior high school students, their needs and interests must be met to help make them productive adults in a college or wage-earning environment.

Appropriate areas of instruction for high school include the following:

- aquatics (a variety of advanced activities)
- career education (exploration, preparation, and experiences)
- fitness and conditioning (skill, knowledge, understanding, and appreciation for lifetime values)
- gymnastics (apparatus)
- individual and dual sports (mastery of skills for lifetime values)
- outdoor adventure activities (lifetime use)
- rhythmical activities (specialization)
- team sports (strategies and proficiences in several activities)

Variations in individual skill development, strength, ability levels, and past experiences will serve as guides for selecting separate or coeducational activities appropriate for creating productive learning situations.

Physical Characteristics

The patterns of growth and development vary greatly between male and female students in high school. Motor coordination and strength will improve for both sexes as they get older, but males will surpass females in strength as the males grow increasingly muscular and the females begin to taper off in muscular development. Individual characteristics, however, may deviate somewhat from this generalization and these individual abilities should be challenged.

The completion of the puberty cycle accompanies other growth processes such as the completion of bone growth and a maturation in height and weight. Males generally will finally pass females in height and weight toward the latter part of high school. In addition, secondary sex characteristics will be completed; however, wide variation in physical growth may exist throughout the high school period.

Male strength, coordination, dexterity, and endurance improve to a level that is equal to or approaching that of adult males.

The endurance capacity of females will also increase. Both sexes become increasingly aware of

and interested in their personal development and appearance as their adult drives become stronger.

Mental-Emotional-Social Characteristics And Interests

Students aged 14 through 19 develop interest in specializing in favorite sports.

Students from ages 14 through 19 can best be characterized by the following:

- Desire to be independent of adults
- Sensitivity to criticism and restrictions
- Extreme and sometimes complex emotional behavior
- Strong criticism of adults and peers
- Desire to gain social status
- Conformity to standards set by peers
- Congenial and cheerful nature
- Desire to expand their experiences in social activities away from the school and home
- Strong interests in and concern for personal appearance
- Preoccupation with the opposite sex, females developing strong interests before males
- Concern for success as adults in careers
- Interest in specializing in favorite sports

Recommendations for the Instructional Program

The high school physical education program is unique because, once students have satisfied required criteria, they may select advanced courses in activities to gain new skills for leisure and lifetime activities, including golf, tennis, backpacking, and canoeing. A well-balanced physical education program provides the following:

- Opportunities to acquire skills basic to efficient movement and the performance of daily tasks
- Successful participation in each instructional area on a beginning or intermediate level
- Opportunities for development of a high level of personal and physical fitness and the ability to maintain this level
- Opportunities to investigate and identify career interests, aptitudes, and abilities
- Opportunities to develop skills for leisure and lifetime activities

The last two years of high school should provide a combination of adequate testing, counseling, and guidance to give direction to students in their choice of elective courses.

An adequate secondary physical education program should also allow students to participate in a wide range of intramural, extramural, and interscholastic sports.

The needs of high school students are related to their interests and their growth and development

"Dig in and pull!" High school students interested in careers in physical education encourage children participating in a Special Olympics.

patterns. Two distinct age groups (14-16 and 16-19) may need consideration in selecting appropriate instruction to create an environment conducive to learning for all.

The instructional program for students in the first two years of the high school physical education program should provide opportunities for the following:

- Participation in a balanced program of physical activities. The program should provide for self-assessment and the planning and development of innovative methods for physical and social growth.
- Continued development and maintenance of physical fitness
- Improved understanding of physiology as related to the basic principles of exercise
- Development and maintenance of efficient and effective movement patterns and body control
- Identification with a group and thus development of group loyalty and ability to resolve differences of opinion in a desirable manner
- Improvement of skills necessary for successful participation in physical recreation as a student and as an adult
- Improvement of understanding and appreciation of abilities of the opposite sex

- Practice of increasingly higher levels of leadership
- Development of a positive self-concept, the winning of approval of others, and the attainment of success
- Self-direction, self-expression, and creativity
- Evaluation of career aptitudes and interests
- Investigation and experience of careers relative to students' interests and aptitudes

The elective program for students in the last two years of high school should provide opportunities for the following:

- Participation in a program planned to meet a wide range of individual differences in maturity, ability, and interests
- Continued development, maintenance, and understanding of physical fitness
- Development of skills for successful participation in a variety of activities
- Development of skills necessary for adult physical recreation
- Competition in sports
- Development and maintainance of a positive self-image, increased self-confidence, and the winning of approval of others
- Participation in coeducational physical education and the development of understanding and appreciation of the abilities of the opposite sex
- Identification with a group and direction of one's energies toward the goals of the group
- Improved leadership in physical education and in the physical recreation program
- Development of self-direction and self-realization
- Gaining on-site experiences in selected career areas related to physical education

THE ADAPTED PHYSICAL EDUCATION PROGRAM

Adapted physical education is concerned with the identification of students with motor problems and the development of strategies and programs for individual development. As Sherrill* notes, the definition does not limit the scope of adapted physical education to special populations but includes all individuals who may, from time to time, experience problems in the psychomotor domain.

The role of the adapted physical educator is one of diagnostic screening, evaluation, and appraisal in all domains of learning specifically in the psychomotor domain. The physical educator should be a participant in the individual student's educational diagnosis, evaluation, and prescription.

To the extent appropriate, handicapped students should be educated with students who are not handicapped. The curriculum and instruction, including physical education, for the handicapped student (pre-kindergarten through completion of prescribed courses) should vary from the general curriculum only in modification necessary for the individual student.

Students eligible for adapted physical education may include the following:

- Students with postural, orthopedic, and/or organic conditions
- Students with visual and/or hearing impairments
- Students with intellectual limitations, behavior problems, or perceptual-motor difficulties

*Sherrill, Claudine. "Arguments for Mainstreaming: A Humanistic Rationale," *Mainstreaming in Health, Physical Education, and Recreation*, (Denton: Texas Women's University 1977), p. 64. Proceedings of National Conference on Mainstreaming.

- Students with nonsensory physical impairments such as obesity, low fitness, or poor motor skill development
- Students recuperating from injuries, accidents, and long- or short-term illnesses
- Pregnant students

Objectives of the Adapted Program

The adapted curriculum should provide for the following:

- Flexible structure including integrated classes and individualized instruction
- A diversified curriculum of developmental games, activities, sports, and rhythms suited to the interests, capacities, and limitations of students
- Continuous inservice education for the instructors involved in the program
- Techniques and procedures for an evaluation in terms of the program objectives
- Identification of students who cannot safely or successfully engage in unrestricted activities
- Processing of referrals prior to assignment for adapted physical education instruction
- Conferences with students, teachers, parents, and medical and education authorities to identify pupil needs

Personnel

The placement of eligible handicapped students in adapted physical education will be determined by the admission, review, and dismissal committee. This committee may include representation from a variety of individuals; however, the committee will be composed of the following persons in determining its actions:

- at least three members representing the areas of administration, instruction, and assessment (including at least one representative of special education)
- designated educational liaison
- the student's parent or guardian or designated parental representative
- the student, where appropriate

Special education instructional personnel may be used to provide adapted physical education activities when certified in both physical education and special education.

Responsibilities Of Secondary Adapted Physical Education Teachers

- Assessing the physical abilities and disabilities exhibited by the student which would affect his or her participation in physical education
- Assisting in processing referrals for assignment to the adapted physical education program in cooperation with the admission, review, and dismissal committee
- Providing services to other students who may need them on a short term basis
- Referring students who are severely handicapped for additional diagnostic services
- Informing the building administrator of needs of the adapted program related to the number of classes, to equipment, and to facilities
- Keeping progress reports of each student in the adapted class and documenting progress within the student's individual educational plan
- Interpreting the adapted physical education program to parents and to the school community
- Participating on the ARD committee

Facilities

Ideally, schools should have special facilities such as a remedial gymnasium complete with equipment. A teaching station should be provided for individual instruction. Since facilities often have to be within the limits of the existing school plant, consideration may need to be given to modifying the gymnasium, swimming pool, storage area, stage, weight room, corridor, and outdoor areas so access to them may be had by adaptive students.

The area for adapted classes should:

- be barrier free to accommodate all handicapped individuals
- feature accessibility; clear, solid wall space and ceilings high enough to permit game activities; and adequate lighting and ventilation
- meet state and local health and safety standards

Evaluation

Adaptive instruction is an extension of the regular physical education program; however, procedures for evaluation should conform to those already established. Progress reports for handicapped students should be conducted quarterly and maintained in the student's eligibility folder. Evaluation of student progress should reflect those objectives established for the individual.

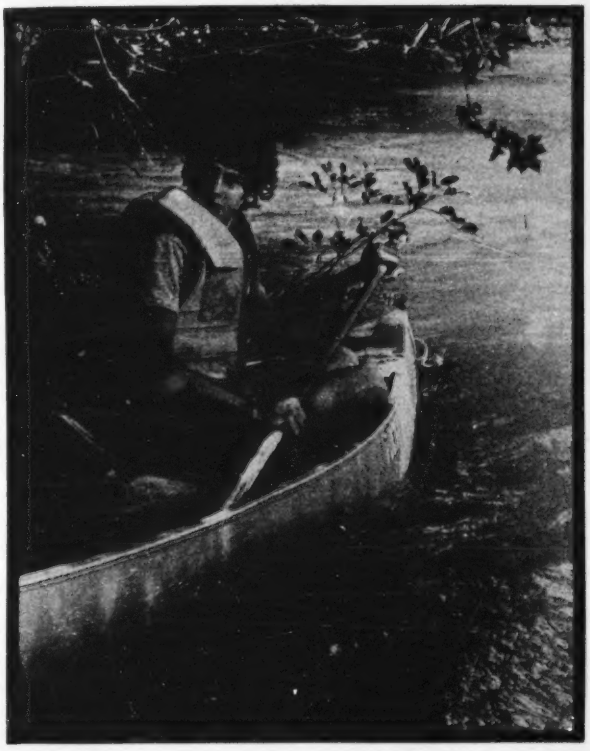
The evaluation of the total program should be based on the effectiveness of the program in improving the social, emotional, and physical capacity of the student.

DETERMINING THE CONTENT OF A PHYSICAL EDUCATION PROGRAM

SCOPE AND SEQUENCE

The scope and sequence of the physical education program should include a variety of activities appropriate for students' needs, interests, and developmental levels. In an effective program, instruction progresses in an orderly sequence from fundamental to complex skills and knowledge. For example, tennis may be taught three consecutive years in the secondary program; however, each tennis instructional unit would be organized so that students would progress in a spiral sequence utilizing and expanding their competencies in increasingly advanced and creative ways.

It is important that the scope and sequence of a physical education program provide opportunities for innovations, flexibility, and modifications. Periodic reviews of the program should be made to assess the curriculum for meeting the changing interests and needs of students in today's society.



A quality physical education program prepares students for recreational use of lakes, rivers, and other resources available in the community.

CHARACTERISTICS OF A QUALITY PROGRAM

What to teach and when to teach it are important considerations in planning a quality program of physical education. The following are suggested criteria for assessing an instructional program:

- The program offers sequential instruction and laboratory experiences in the development of basic movement skills according to the developmental level of each student.
- The program is appropriate to each developmental level and effectively teaches safe practices, skills, and strategies of appropriate activities.
- The activities offered provide opportunities for the development of socially approved patterns of behavior and attitudes and appreciation between sexes and among varied cultural groups.
- The activities are designed to condition the cardiorespiratory, muscular, and other systems of the body related to the development of an accepted level of physical fitness commensurate with the individual's capabilities.
- A modified program of instruction in the least restrictive environment possible is provided for students who cannot participate safely in nor benefit from the normal unrestricted program.
- Community resources, facilities, and personnel are utilized to broaden the total program offering. Further, the school prepares students for recreational and leisure time use of resources available in and distinctive to the community.
- The program provides opportunities beyond the basic instructional program for

student-selected activities for personal development.

- The program provides activities that allow students opportunities for creative involvement and expression.
- The program provides opportunity for voluntary participation in organized intramural sports, coeducational programs, and interscholastic athletics.
- The program is designed to develop student awareness of, exploration of, and preparation in career opportunities relative to physical education, sports, and recreation.
- The program provides opportunities for field trips and annual outdoor adventure experiences that foster an appreciation of the outdoors.

COMPONENTS OF A QUALITY PHYSICAL EDUCATION PROGRAM

The following activities are suggested areas of instruction for developing a quality program.

- *Aquatics* includes water-related activities such as swimming, diving, lifesaving, and water safety. Additional activities may include synchronized swimming, snorkling, scuba*/skindiving, surfing, and watercraft safety.
- *Career education*, as an integral part of the physical education program, provides students with experiences for their awareness, investigation, and exploration of careers related to physical education. It gives them opportunities to evaluate their interests, aptitudes, and abilities and to translate them into practice.
- *Fitness and conditioning activities* help build the components of physical fitness – cardiorespiratory endurance, muscular strength, flexibility, and power.

*Scuba – Self-contained underwater breathing apparatus

To prepare for a field trip that will increase their appreciation of the outdoors, students learn how to put together a backpack.

- *Gymnastics* includes self-testing activities, stunts, tumbling, apparatus work, and free exercise.
- *Individual and dual sports* are sports and games conducted under designated rules for recreational or competitive purposes.
- *Outdoor adventure activities* encompass campcraft and camping skills, orienteering, wilderness first aid, hiking, firearm and hunter safety, recreational shooting, casting and angling, bike touring, and wildlife study. Additional activities such as backpacking, boating safety, rappelling, and rock climbing may be included. Infused in all outdoor adventure activities should be concepts of environmental ethics, wildlife management, and conservation.
- *Rhythmic activities* encompass various types of rhythms and dances such as folk, square, tap, ballet, modern, jazz, and social. These activities provide opportunities for teaching body control, rhythm, and poise. Further, they foster opportunities for gaining an appreciation of cultural heritages and practicing socially accepted behaviors.
- *Team sports* are those sports and games in which a group of students exerts a cooperative effort to achieve success. The activities afford a proving ground for sport skills, strategic play, and social efficiency – the ability to get along with others and exhibit desirable social conduct.

EXTRACLASS ACTIVITIES

The extraclass program, which provides opportunity for voluntary participation, includes recreational activities, intramurals, sports clubs, sports days, field days, and interscholastic athletics. This program is to be planned around the instructional program, yet it should offer breadth to appeal to both sexes, all ages of secondary students, and all ability levels. As a supplement to the instructional area, such a program affords opportunities for social exchange and personal enrichment through broadened experiences.

Recreational Program

The school should provide leadership, facilities, and equipment so that students may voluntarily participate in free expressive play. The program may be noncompetitive or competitive in nature and conducted before or after school when facilities are available.

Intramurals

Intramurals afford the opportunity for voluntary participation in competitive activities among classes, clubs, or other organized groups within the school. It is recommended that the intramural program be conducted outside the regular class period and that it supplement the instructional program. The activities selected for the intramural program should serve the interests of the students and should be broad enough to allow individual and team participation by boys and girls separately and together.

It should be conducted by well-trained officials and supervised by qualified personnel. Equal opportunity should be provided for both sexes and all skill levels.

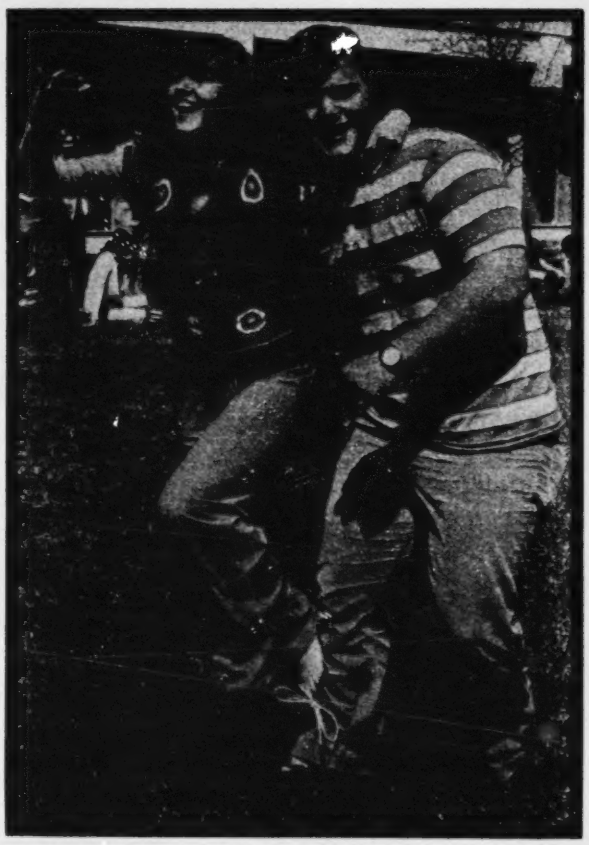
Sports Clubs

Sports clubs serve students interested in developing their knowledge, skills, and participation in selected activities. The faculty sponsor helps develop a club structure that will enable students to develop skills and that will provide students opportunities for participation in their leisure time outside the school setting.

Sports Days and Field Days

Sports days are special events that offer students of one school the opportunity to compete against representative teams and individuals from other schools.

A field day is a single school event in which the main objective is a day of friendly competition among members of a single school.



Field days, sports clubs, and intramurals give students opportunities for social interaction and personal enrichment.

Interscholastic Program

Interscholastic sports are an important part of the extramural program. Designed for the individual who has mastered skills in individual or team sports and who seeks personal excellence, the interscholastic program is under the auspices of Univer-

sity Interscholastic League policies. Policies and standards not covered by UIL should be established by individual school districts.

The interscholastic program must be under the direction of qualified personnel and should offer equal opportunities to both sexes.

SCOPE AND SEQUENCE OF ACTIVITIES AND TIME ALLOTMENTS

Time Allotments

Personnel from each school should develop their own time allotments for activities within the total program. (See suggested time allotment chart below.) In making a chart, the percentages of time to be allotted an area of instruction should be weighed according to the contribution each could make to the major goals of the physical education program. Special considerations should be given to student needs and interests, facilities, and equipment before making allotments.

Scope of Activities and Sequential Design

The scope and sequence chart on pp. 32-36 is presented as a model of an optimal program for school systems initiating or revising physical education instruction. Each district and school campus is unique; the selection of activities is dependent upon its facilities, equipment, student population, community interests, and teacher competencies. A breadth of activities of beginning and intermediate competency levels should be offered in middle/junior high school with more advanced experiences offered in high school. It will be apparent that team sports are de-emphasized in high school to accommodate increased interest in individual, dual, and outdoor adventure activities.

The sample scope and sequence chart includes all program activities that would be scheduled as coeducational instructional units for an optimal program.

Activities that would be required to be offered are marked with an *R* and are considered essential and basic for all students at a designated grade. Because of cultural expectations, however, it is unlikely that a large number of girls will seek instruction in wrestling or that many boys will be involved in modern dance, although both sexes may select instruction in these areas.

Desirable program activities, indicated by an *O*, consist of optional activities which may be offered, depending upon facilities, equipment, feasibility of scheduling, and availability to staff. Elective activities are indicated by an *E*.

Separation by sex in physical education classes during competition is recommended for those activities marked with an asterisk.

TIME ALLOTMENT CHART

Areas of Instruction	Percentages of Time by Grades		
	6 – 8	9 – 10	11 – 12
Aquatics	5-10%	5-30%	E*
Career Education	I**	I**	E*
Fitness and Conditioning Activities	10% & I**	10% & I**	10% & I**
Gymnastics	10-20%	10-30%	E*
Individual & Dual Sports	20-30%	30-55%	E*
Outdoor Adventure Activities	5-10%	5-10%	E*
Rhythms and Dance	5-15%	5-15%	E*
Team Sports	34-45%	10-30%	E

*E = Elective

**I = Integrated–Career education and fitness and conditioning activities should be an integral part of each area of instruction.

R – Required
O – Optional
E – Elective

SCOPE AND SEQUENCE CHART FOR OPTIMAL PROGRAM

Types Of Experiences	Grades						
	6	7	8	9	10	11	12
AQUATICS							
Swimming/Personal Safety		O	O	R	R	E	E
Life Saving and Water Safety	R	R	R	O	O	E	E
Diving (Must have ability to swim width of pool)	O		O		O	E	E
Sychronized Swimming		O		O		E	E
Water Games	O		O		O	E	E
Snorkling			O		O	E	E
Scuba diving (Must have senior life saving)						E	E
Surfing						E	E

SCOPE AND SEQUENCE CHART
FOR OPTIMAL PROGRAM, CONT.

Types Of Experiences	Grades						
	6	7	8	9	10	11	12
CAREER EDUCATION[1]							
Awareness	R						
Investigation		R	R				
Exploration and Preparation				R	R	E	E
FITNESS AND CONDITIONING ACTIVITIES							
Cardiorespiratory Endurance[2]	R	R	R	R	R	E	E
Muscular Strength, Flexibility, and Power[3]	R	R	R	R	R	E	E
Fitness Testing	R	R	R	R	R	E	E
GYMNASTICS							
Stunts and Tumbling	R	R	R	R	O	E	E
Apparatus	O	R	R	R	O	E	E
Trampoline	O		O		O	E	E
Floor Exercise	R	R	R	O	R	E	E

[1] When the required sequential steps of career education have been properly integrated in the physical education instructional program, the tenth grade student should have determined his/her interests, aptitudes, and abilities related to physical education career opportunities. Additional career preparation experiences needed for translating skills, interests, aptitudes, and abilities into practice can best be met through innovative elective programs during the eleventh and twelfth grades. Elective programs should be designed for self-directed and personally oriented activities frequently taking the student into the career environment. The scope of exploration and preparatory experiential activities is limited only by the student's and/or teacher's creativity and initiative.

[2] Cycling, jogging, tennis, handball, swimming, badminton, and other aerobic activities

[3] Weight training, circuit training, and obstacle course

SCOPE AND SEQUENCE CHART
FOR OPTIMAL PROGRAM, CONT.

Types Of Experiences	Grades						
	6	7	8	9	10	11	12
INDIVIDUAL AND DUAL SPORTS							
Aerial Tennis		O		O		E	E
Archery		O	R	R	O	E	E
Badminton	R	O	O	R	O	E	E
Bicycling	O	O	O	O	O	E	E
Bowling	O		O		O	E	E
Deck Tennis	O	O				E	E
Fencing		O		O		E	E
Golf	O	O	R	R	O	E	E
Handball				O	O	E	E
Horseshoe	O		O			E	E
Personal Self-Defense			O		R	E	E
Raquetball		O	O			E	E
Shuffleboard	O		O			E	E
Skateboarding	O		O		O	E	E
Skating (Ice or Roller)		O		O		E	E
Skiing	O		O			E	E
Table Tennis	O	O	O	O	O	E	E
*Track or Field	R	R	O	O	R	E	E
Tennis	O	R	O	R	O	E	E
*Power Lifting, Weight Lifting				O	R	E	E
*Wrestling	R	R	R		R	E	E

*Activities coeducational in instructional unit but non-coeducational for competition.

SCOPE AND SEQUENCE CHART
FOR OPTIMAL PROGRAM, CONT.

Types Of Experiences	Grades						
	6	7	8	9	10	11	12
OUTDOOR ADVENTURE ACTIVITIES[4]							
Backpacking						E	E
Bike Touring					O	E	E
Boating and Water Sports						E	E
Camping	R	R	R		O	E	E
Canoeing						E	E
Casting/Angling			R		O	E	E
Hiking	R	R	R		O	E	E
Hunter Safety		R				E	E
Orienteering	R	R	R			E	E
Rapelling/Rock Climbing						E	E
Recreational Shooting						E	E
Sailing						E	E
Wilderness First Aid	R	R	R		O	E	E

NOTE: Concepts of environmental ethics, wildlife management, and conservation should be infused into all outdoor adventure activities.

[4]Outdoor adventure activities at the middle/junior high school may be organized in two- or three-week units. Activities feasible for instructional units are indicated as "required." A new skill is offered each year while previous experiences are further expanded and developed.

During the high school years, constraints of time and geographic area limit instruction in the optional areas indicated. Many experiences should be available in the elective program. Four or five activities can be offered during a 12-week period.

SCOPE AND SEQUENCE CHART
FOR OPTIMAL PROGRAM, CONT.

Types Of Experiences	Grades						
	6	7	8	9	10	11	12
RHYTHMS AND DANCE							
Ballet	O	O	O	O	O	E	E
Folk and Square Dancing	R	R	O	O		E	E
Marching	O					E	E
Modern Dance			O	O	R	E	E
Modern Jazz			O	O	O	E	E
Social Dancing			R	R		E	E
Tap Dancing	O	O				E	E
TEAM SPORTS							
*Basketball	R	O	R	O	O	E	E
*Field Hockey		O	O	R	O	E	E
*Flag Football		R		R		E	E
*Indoor Floor Hockey		O		O	O	E	E
*La Crosse		O		O		E	E
*Soccer	R	O	R	O	R	E	E
Softball	R	O	R	O	O	E	E
*Speedball	O	R	O	O	O	E	E
*Team Handball			O		O	E	E
Volleyball		R		R	O	E	E

*Activities coeducational in instructional unit but non-coeducational for competition

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SOURCES OF FREE MATERIALS

Sources of free materials are listed in *The Educators Guide to Free Health, Physical Education, and Recreation Materials* published by the Educator's Progress Service, Inc. of Randolph, Wis. in 1976.

Free materials also may be ordered from the following:

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Environmental Research Literature Search and Storage (ER-LSS)
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